



Draft #2
Model Principal Supervisor Instructional Standards
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For

The Council of Chief State School Officers
Along with the Principal Supervisor Standards Development Committee:

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The Need to Provide Ongoing Support to School Leaders

As a nation, our expectations for student learning have never been higher. Students are expected to know more and be able to do more with what they know than has previously been the case. These higher expectations have significant implications for educators, particularly school leaders. The following quotation found in the *Educational Leadership Policy Standards: ISLLC 2008* (CCSSO, 2008)¹ continues to hold true: “Mounting demands are rewriting administrators’ job descriptions every year, making them more complex than ever” (CCSSO, 2008a, p.3)²

School principals are central to a system of instruction and accountability that requires them to ensure that each child is college and career ready upon graduation from high school and that each teacher effectively meets the diverse learning needs of his/her students on a daily basis. Furthermore, school principals, along with their district leaders, are expected to lead the full implementation of new college and career ready standards, which will require the transformation of instruction, the use of new assessments, and the adoption and implementation of new educator evaluation and support systems. In sum, today’s principals must engage stakeholders in continuous school improvement and support, which leverages the highest levels of student learning and the most impactful teacher instructional practices. To achieve these new expectations, school principals need a system of support that includes highly effective preparation, induction, development coaching, professional learning, and evaluation programs which build and refine their instructional leadership capacity over their entire career. While strong preparation programs are key to the development of aspiring school leaders, there is also an urgency to develop practicing school principals who are relearning how to lead in a context for schools that is very different from the context for which they were originally prepared. One strategy used by some districts for providing principals with the support they need is transforming the role of principal supervisors so that it is focused primarily on helping principals grow as instructional leaders.

¹ http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

²

http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

Rationale for Developing the Principal Supervisor Instructional Standards

The role of the Principal Supervisor is to provide high quality support to principals to help them improve and refine their skills as instructional leaders. In preparing to draft Principal Supervisor Instructional Standards, the Principal Supervisor Standards Development Committee focused on the broad areas of what principal supervisors need to know and be able to do to build the capacity of their principals in acquiring the skill set necessary to provide effective instructional leadership support to their principals. These draft Model Principal Supervisor Standards are grounded in the new definition of principal work found in the Refreshed ISLLC Standards. A decision of this work committee was to focus primarily on the instructional leadership aspects of principal work even though individual districts may require principal supervisors to support principals with other aspects of their work as defined in a principal supervisors job description, such as teacher selection and hiring, budgeting, etc.

The Principal Supervisor Standards Development Committee agreed that school principal supervisors would benefit from a set of model principal supervisor content standards that could be supported by a set of principal supervisor performance standards, rubrics and other tools. Since the University of Washington had already developed draft principal supervisor performance standards and rubrics it made perfect sense to consider adopting these standards and develop functions related to them thus enabling districts to use both the content standards and the performance standards together as a complete system of support for principal supervisors. To achieve the necessary alignment, the Principal Supervisor Standards Development Committee worked with the University of Washington to understand and consider the University's research and the six draft standards that had been developed based on that research. The research and these standards are available on the University of Washington's District Leadership Design Lab website at: <http://www.dl2uw.org/performance-management-system.html>

Working together the University of Washington developer and the members of the Principal Supervisor Standards Development Committee came to a common understanding of each standard and collaboratively revised some of the UW draft standards language. Based on this common understanding, the Principal Supervisor Standards Development Committee unanimously adopted the University of Washington Principal Supervisor Standards one through six³ and developed functions related to these six

³ District Leadership Design Lab, (2014, July 1). Principal Supervisor Performance Standards (Version 1). Seattle, WA: University of Washington.

Standards. One key underpinning of these standards is the importance of focusing on “teaching practices” – the moves principal supervisors make in order to bring about improved principal performance.

In addition, the Principal Supervisor Standards Development Committee added a seventh standard that focused on principal supervisors’ own development and continuous improvement as a leader. The draft standards are as follows:

Model Principal Supervisor Instructional Standards

Standard 1. Principal Supervisors dedicate their time to helping principals grow as instructional leaders

Principal supervisors:

- a) Help school principals create systems and structures for distributive leadership in their schools that support teaching and learning
- b) Prioritize time to support principals in their work to improve student achievement
- c) Identify operational and other support for principals that allow principal supervisors to keep their focus on instructional leadership
- d) Engage in district-wide leadership responsibilities only when these have high impact
- e) Engage in on site observations of the principal and school on a regular basis
- f) Plan and preserve time on calendar to ensure the majority of time is spent at schools developing principals as instructional leaders

Standard 2. Principal Supervisors engage in teaching practices in their one-on-one work with principals to help principals grow as instructional leaders

Principal supervisors:

- a) Know and use the tenets of adult learning theory
- b) Build a relationship based on common goals, trust and mutual accountability
- c) Use school specific data to build the capacity of the principal to implement an instructional vision that is sustainable
- d) Differentiate the support given to each principal balancing the learning needs of the principal and the instructional needs of the school
- e) Model leadership behaviors and explain reasons behind decisions and actions
- f) Use onsite observations as opportunities to engage in teaching practices
- g) Move between the stance of a coach and the role of a supervisor as necessary to push the learning of the principal

Standard 3. Principal Supervisors engage in teaching practices while leading principal communities of practice (e.g., professional learning communities and networks,) to help principals grow as instructional leaders.

Principal supervisors:

- a) Establish a safe and effective learning community that supports peer feedback, mitigates boundaries created by experience, knowledge and status, and promotes innovative thinking
- b) Develop and implement yearlong scope and sequence and individual session plans for regular principal community meetings that support principals' growth as instructional leaders
- c) Create learning opportunities that are grounded in the actual work and common developmental needs of the principals
- d) Ensure the principal communities of practice stay focused on instructional leadership by protecting them from distractors.

Standard 4. Principal Supervisors systematically use multiple forms of evidence of each principal's capacity for instructional leadership to differentiate or tailor their approach to working with principals to helping principals grow as instructional leaders.

Principal supervisors:

- a) Collect multiple forms of evidence of each principal's performance as an instructional leader
- b) Provide purposeful, timely, goal-aligned, and actionable feedback to principals
- c) Provide professional learning opportunities and support for principals based on the individual needs of principals
- d) Formatively assess principals' implementation of new practices and provide feedback

Standard 5. Principal Supervisors engage principals in the formal district principal evaluation process in ways that help principals grow as instructional leaders.

Principal supervisors:

- a) Develop a district wide shared vision and understanding of effective principal instructional leadership
- b) Communicate the purpose of the evaluation process as a growth process as much as an evaluation process
- c) Build a clear understanding of all principals of the instructional leadership language and expectations of the evaluation
- d) Collaboratively develop goals based on the shared vision of effective principal instructional leadership and develop a plan for achieving those goals
- e) Monitor progress and revise the elements of the plan as needed in order to reach the desired goals.
- f) Communicate effectively with principals and model principles of self-awareness, reflective practice, transparency and ethical behavior.
- g) Conduct interim/formative conversations to ensure no surprises in the summative evaluation

Standard 6. Principal Supervisors selectively and strategically participate in other central office work processes to maximize the extent to which they and principals focus on principals' growth as instructional leaders.

Principal Supervisors:

- a) Provide input and feedback to central office staff in order to improve support and guidance to principals
- b) Prioritize central office requests to ensure involvement is meaningful and contributes to the development of the principal as an instructional leader
- c) Utilize district personnel, partners, and resources to support principals
- d) Strategically buffer principals from distractions to keep a focus on instructional leadership
- e) Connect principals to central office and other resources

Standard 7. Principal Supervisors engage in their own development and continuous improvement as a leader to help principals grow as instructional leaders.

Principal supervisors:

- a) Understand the dimensions and challenges of professional growth
- b) Use feedback and data from multiple sources (eg. principals, supervisor, and principal supervisor colleagues) to reflect upon personal strengths and weaknesses to determine needed professional learning.
- c) Set pertinent and measurable goals to improve their own leadership practices.
- d) Share professional learning goals to garner support and accountability
- e) Use relationships and experiences to inform and improve their practice
- f) Engage in individual and collective professional learning activities that drive professional growth
- g) Remain current on latest laws, regulations and required data